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## Using Jing to enhance student understanding through video recorded assignment commentary

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The Open University

# Using Jing to enhance student understanding through video recorded assignment commentary

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## What is Jing?

Jing is a screen capture tool which allows you to make a five-minute video recording of activity on your computer screen with an audio commentary. In this poster, we report on the findings of a pilot project, a current research project and spontaneous use of Jing by tutors working on modern language modules in the Open University. Jing can be downloaded free from <http://www.techsmith.com/jing.html>.

Question Grades/Scores																			Overall Grade/Score
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
80	65	80																	22.5

### TUTOR'S COMMENTS AND ADVICE TO STUDENT:

Dear Ian

You have produced another good assignment. You have already learnt a great deal in this module and I am impressed at how well you use the material covered in your work. Please see below my detailed comments on your work and read these in conjunction with the annotations I have made on your script. I have also recorded some additional video feedback where I talk through some of your errors in more detail. Please click here for this: <http://screencast.com/t/7.....>

### Task Completion, Organisation and Development

You have provided almost all the required information. It would perhaps have been better to or main event

erlebt ~~habe!~~  
Ich weiß nicht, ob es ähnlichen Fest im England ~~gibt~~ aber als ich noch sehr jung war, ich war in einem 'Fancy Dress Parade' und ich war als 'Wee Willie Winkie' gekleidet. Er ist ein Charakter in einer schottischen Geschichte. Du sagtest dass gab es Politiker und Prominente werden 'parodiert und kritisiert'. Wie satirische Geschichten? Dies ist etwas ich vorher gesehen haben.  
Vor vielen Jahren, fast 50 Ich glaube, da war eine Bühnenshow mit dem Titel 'Beyond The Fringe'.



"Because you are starting a subordinate clause here with 'ob', your verb 'gibt' needs to go to the end of that particular clause, so I am deleting it here and putting it here..."

## How tutors found it

“ You can show [the student] annotations step by step and explain why you are doing [what you are doing]. This is less overwhelming for students. Visually, it is more engaging. It adds another dimension to feedback and may, because of its less traditional presentation, reach more students. The feedback on a weak piece of work may appear "softer". My feedback felt "warmer" because I could speak to the student. There was an imagined dialogue. The written and oral feedback complement each other very well. I think it is more personal and maybe memorable for the student. I felt I had the student in front of me. ”

## What students thought

“ The use of highlighting and the moving cursor worked well. To hear the tutor's voice with the feedback made in a positive way was motivating. The feedback felt more personal and was easily understandable. It showed how my work had been assessed and [...] generally made me feel that my work had been valued by my tutor. It was a very positive, personalised and motivating experience. ”



How our tutors have used Jing

- To talk through corrections as they are making them
- To explain corrections which they have already made in the marked work
- To draw attention to key errors which they have already corrected in the marked work
- To correct errors which they have shown are errors but not yet corrected
- To provide a generic recording regarding a language issue for all students making similar errors

## Where next?

- Analyse student and tutor feedback from research project questionnaires
- Analyse how tutors have used Jing and how effective this seems to have been
- Provide guidance notes to tutors on potential uses of Jing to enhance student learning
- Create a resource bank of generic recordings for use in supporting language learning